**Assessment Commentary Jessica Forgety**

Write the Assessment Commentary (**no more than 8 single-spaced pages, including prompts**) by providing your response to each of the prompts below.

**1. Analyzing Student Learning**

a. Identify the specific standards/objectives from the lesson plans measured by the assessment chosen for analysis.

With prompting and support, ask and answer questions about key details in a text. With prompting and support, retell a story as well as daily tasks, including key details (obj. 1 and 2). Ask questions, and make logical predictions using academic language (obj. 4). Re-tell the life cycle of a pumpkin (obj. 3).

b. Provide the evaluation criteria you are using to analyze the student learning.

The evaluation criteria is based on the student’s verbal interpretation of understanding of the sequence of events of a pumpkin life cycle during individual conferencing and by rubric rating. Students also completed a formative assessment, and final written assessment by way of drawing in their journals.

c. Provide a graphic (table or chart) or narrative summary of student learning for your whole class. Be sure to summarize student learning for all evaluation criteria described above.

60% of the class was able to verbally re-tell the sequence of events in the pumpkin life cycle. This result was slightly higher than expected from the initial formative pre-assessment. 20% of student’s journal drawings were not legible. During conferencing, these students were able to verbalize the sequence correctly. Although all students used their journals to re-tell the sequence to a partner, during conferencing they did not. This proves that student achievement was built throughout the lesson plans instructional scaffolding (Bruner).

d. Use evidence found in the **3 student work samples and the whole class summary** to analyze the patterns of learning for the whole class and differences for groups or individual learners relative to the essential literacy strategy and

requisite skills Consider what students understand and do well, and where they continue to struggle (e.g., common errors, confusions, need for greater challenge).

The whole class did well on the formal assessment. Each student put forth great effort in re-telling the sequence to their partners and in their journals. 60% of the class was able to correctly draw the cycle and verbalize it. 20% of the class had illegible drawings; however they were able to verbalize the sequence correctly. 10% had somewhat legible drawings, but were unable to recall the sequence verbally. A sampling of three students, A, B, and C were taken as a range of students from low performing to high performing on the rubric. Student A and B did not complete the pre assessment in the correct sequential order; however, they only got 2-3 story elements out of place. The post assessments showed that most all students, and students in all three samples, were able to re-tell events in the correct order using their journal drawings for reference. Concluding the assessment, I have determined that these students are ready for greater challenges within their Zones of Proximal Development (Vygotsky). This should be done through differentiated instruction to address all levels and styles of learners (Gardner).

**2. Feedback to Guide Further Learning** Refer to specific evidence of submitted feedback to support your explanations.

a. In what form did you submit your evidence of feedback for the 3 focus students?

Written directly on work samples or in a separate document;

In audio files; or

In video clip(s) from the instruction task (provide a time-stamp reference) or in a separate video clip?

For 3 students, I have submitted a copy of their pre-assessment, tactile paper pumpkin life cycle example, and a copy of their formal assessment with feedback notes.

b. Explain how feedback provided to the 3 focus students addresses their individual strengths and needs relative to the standards/objectives measured.

All three students received positive feedback. Student B’s drawing was illegible, but I contributed that to underdeveloped fine motor skills. Through discourse the student explained what each object was, in sequential order, and verbally retold the order of events. Student A did very well at drawing and verbalizing sequence during conference. Student C got a couple stages out of order in both drawing and verbalizing. The teacher walked around and assisted the entire class with their pre-assessment and activity. Teacher provided ongoing feedback by asking probing questions to help students think about and sequence events.

c. Describe how you will support students to apply the feedback to guide improvement, either within the learning segment or at a later time.

Building upon this lesson will take place by asking students to re-call events during class stories on a weekly basis. Students will also be asked monthly to describe real world events in sequential order. Several lessons in spring science units, such as a food chain lesson, will deepen the students understanding of order and cycle.

**3. Evidence of Language Understanding and Use**

You may provide evidence of language use with your video clip(s) from Task 2 **AND/OR** through the student work samples analyzed in Task 3.

Refer to examples from the clip(s) (with time stamps) and/or student work samples as evidence.

Explain the extent to which your students were able to use language (selected function, vocabulary, and additional identified demands) to develop content understandings.

During the Smart Board presentation, students stayed engaged. They answered many complex questions, and came up with questions of their own. Students debated about how the seeds coming from a rotten pumpkin would return to the ground. This type of discourse leads to better understanding of how the cycle would repeat on its own in nature.

Student A was able to verbalize the sequence of events by using the terms next, after, and finally. The student spoke in complete sentences. Student B has learning difficulties, and had some issues drawing which could be contributed to a lack of fine motor skills. The student was quiet while explaining the cycle. The student was able to correctly re-call all the events in the cycle while pointing to the picture created of each stage. This student used only three words of the new discipline specific academic vocabulary, but used five of the new lesson specific academic vocabulary words. Student C switched a couple stages around, but was able to use the academic vocabulary well and speak in complete sentences.

**4. Using Assessment to Inform Instruction**

a. Based on your analysis of student learning presented in prompts 1c–d, describe next steps for instruction for the whole class

My next steps for instruction will include a higher level of skill for this class. I will ask students to recall more events from a story or real life natural event, or once again, a combination since this strategy proved successful.

for the 3 focus students and other individuals/groups with specific needs

For student B, and the other five students who had difficulty in future instruction, I will provide more guidance, monitoring, and scaffolding than I will for the rest of the class. I will use small flexible group settings, and leveled practice. I will have the children with speech difficulties engage in a think aloud with a partner.

Consider the variety of learners in your class who may require different strategies/support (e.g., students with IEPs, English language learners, struggling readers, underperforming students or those with gaps in academic knowledge, and/or gifted students needing greater support or challenge).

b. Explain how these next steps follow from your analysis of student learning. Support your explanation with principles from research and/or theory.

I want to increase each student's ZPD (Vygotsky). These students are very capable of consistently gaining more and more knowledge. Scaffolding will assist in this by showing examples through modeling, guiding, and gradually letting students try a new skill on their own (Bruner). By incorporating a variety of learning styles, many different learners are able to grasp a concept with a single lesson (Gardner). It is evident by the pre and post assessments given in this lesson that this was achieved. I will start further instruction at the higher level of proximity, and scale back where needed.

Student Samples:















